



2018-2019 Grow Your Own Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue
 Austin, TX 78701-1494



Grant Information

Grant Period to (Pathways 1 and 2)
 to (Pathway 3)

Program Authority

Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

Applicant Information

Name CDN or Vendor ID ESC # Campus # DUNS #
 Address City ZIP Phone
 Primary Contact Email
 Secondary Contact Email

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title Signature Date
 Grant Writer Name Signature Date

- Grant writer is an employee of the applicant organization.
- Grant writer is not an employee of the applicant organization.

701-18-106-005

Shared Services Arrangements

- Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|--|---|
| Increase the number of quality applicants for teaching positions in Region 15 SSA districts. | Provide opportunities for teachers and paraprofessionals within Region 15 to obtain a Masters degree or a teaching certification through the Grow Your Own Grant in order to expand the pool of quality applicants for teaching positions in Region 15 SSA districts. |
| Decrease the teacher turnover rate in Region 15 SSA districts, as noted in the 2016-2017 Rural Schools Spotlight Report. | Provide high school students exposure to the teaching profession through the coherent sequence of Education and Training Career Cluster as well as providing an opportunity for paraprofessionals with Region 15 SSA districts to obtain a teaching certificate and teach in their community. |
| Increase dual credit course options for high school students in education and content areas in Region 15 SSA districts. | Provide opportunities for teachers within Region 15 SSA districts to obtain a Masters degree through the Grow Your Own Grant in order to increase the number of opportunities for student to take dual credit classes with teachers on their high school campus in both education classes and content area classes. |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Increase the number of students completing a course in the Education and Training coherent sequence offered at the Region 15 SSA high school campuses from 0% to 5% of all high school students enrolled in the Region 15 SSA districts by May 31, 2020.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

- November 2018
1. Number of teachers pursuing M. ED
 2. Number of paraprofessionals pursuing bachelor's degree and/or teacher certification
 3. Number of students enrolled in each education and training coherent sequence course
 4. Number of students participating in at least one TAFE or FCCLA competitive event
 5. Percent completion of bi-annual TEA developed survey of participant groups

Measurable Progress (Cont.)

Second-Quarter Benchmark:

May 2019

1. Number of teachers pursuing M. ED and number of M. EDs awarded
2. Number of paraprofessionals pursuing a bachelor degree and/or teacher certification and/or number and type of teacher certificates awarded and/or number of participants promoted to full time teaching positions with the LEAs
3. Number of students enrolled in each education and training course and/or the number of students completing each course in the Education and Training coherent sequence offered at the high school campus and/or the number of students who enrolled as education majors
4. Number of students participating in at least one TAFE or FCCLA competitive event
5. Percent completion of bi-annual TEA developed survey of participant groups

Third-Quarter Benchmark:

November 2019

1. Number of teachers pursuing M. ED and number of M. EDs awarded
2. Number of paraprofessionals pursuing a bachelor degree and/or teacher certification and/or number and type of teacher certificates awarded and/or number of participants promoted to full time teaching positions with the LEAs
3. Number of students enrolled in each education and training course and/or the number of students completing each course in the Education and Training coherent sequence offered at the high school campus and/or the number of students who enrolled as education majors
4. Number of students participating in at least one TAFE or FCCLA competitive event
5. Percent completion of bi-annual TEA developed survey of participant groups

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Quarterly, we will gather the following the information and the Region 15 SSA participating districts will meet to review progress toward the SMART goal:

1. Feedback through a survey from participating candidates pursuing their masters, bachelors, and/or teaching certificate as well as data from the student in the education and training coherent sequence courses.
2. Quarterly benchmark measurable progress data.
3. Continue to seek and review current scientifically-based research and effective practices that supports the SMART goal.

The Region 15 SSA participating districts will then modify and adjust based upon evaluated data. The group will also expand and enhance program availability to encourage and sustain future student involvement through TAFE and/or FCCLA, participation in the Education and Training coherent sequence, and future careers in education.

Statutory/Program Requirements

1. Describe your plan for the implementation of the Education and Training courses, Instructional Practices and/or Practicum in Education and Training, and CTSO (TAFE/FCCLA) chapter at participating LEA high schools.

Education and Training Courses:

1. Counsel students on the Education and Training Career Cluster pathway
2. Select qualified applicants/students to be part of the Education and Training pathway
3. Create a partnership with IHE (to establish dual credit courses by 2020-2021)
4. LEA leadership mentor for the Education and Training teacher(s)
5. Quarterly measure progress updates
6. Evaluate and monitor

Instructional Practices and/or Practicum in Education and Training

1. Counsel potential teachers on the Education and Training Career Cluster pathway
2. Select qualified applicants and/or teachers to pursue a M. ED and teach Education and Training course(s)
3. Create a partnership with IHE (to establish dual credit courses by 2020-2021)
4. LEA leadership mentor for the Education and Training teacher(s)
5. Quarterly measure progress updates
6. Evaluate and monitor

TAFE and/or FCCLA

1. Recruit and select qualified sponsor
2. Recruit students to organization
3. Create a partnership with an established sponsor to mentor and advise sponsor
4. The high school student body, the staff, and leadership support the events provided within the LEA and community
5. The high school student body, the staff, and leadership support the competitive events
6. Quarterly measure progress updates
7. Evaluate and monitor

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding.
 You may apply for any pathway individually or for Pathways 1 and 2 together. Pathway 3 cannot be combined with any other pathway. Refer to the program guidelines for information on restrictions to the maximum number of participants.

Pathway 1

Check this box to apply for grant funding under Pathway 1.
 Number of participants 17 times \$13,000 221,000

Pathway 2

Check this box to apply for grant funding under Pathway 2.
 Number of participants pursuing BA and certification 16 times \$11,000 176,000
 Number of participants pursuing certification only 1 times \$5,500 5,500
 Total of above two lines 181,500

Pathway 3

Check this box to apply for grant funding under Pathway 3.
 Number of participants times \$22,000

Education/Training Courses and Related CTSO Participation and Events

Number of high schools 7 times \$3,000 21,000

Funding Request

| | |
|------------------------------------|---|
| Pathway 1 | 221,000 |
| Pathway 2 | 181,500 |
| Pathway 3 | |
| Education and training courses | 21,000 |
| Total grant funds requested | 423,500 |

Statutory/Program Assurances: All Pathways

- The applicant assures that each high school campus within the participating LEA will offer the Instructional Practices and/or Practicum in Education and Training courses of the Education and Training course sequence.
- The applicant assures the each high school campus within the participating LEA will establish or continue a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.

Statutory/Program Assurances: Pathway 1

- The applicant assures that LEA campus participants will establish or continue a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.
- The LEA assures its participation in an initial TEA Teacher Institute on or around June 12-14, 2018, with participants including Education and Training course teachers, campus principals and college/career counselors. Principals and counselors will only be required to attend on June 12.

Statutory/Program Assurances: Pathway 3

- The applicant assures that the clinical teaching assignment is one academic year (28 weeks minimum) in length.
- The applicant assures that the IHE/EPP provides residents with with teacher certification; evidence-based coursework; and an opportunity to practice and be evaluated in a school setting.
- The applicant assures that the IHE/EPP provides residents with in-person and on-site coaching and evaluation, with at least five on-site observation and feedback cycles per semester, at least two of which include the observation of a full lesson.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

| | Description of Activity or Cost | Amount Budgeted |
|------------------------------------|---|-----------------|
| 1. | Pathway 1 - 17 participants grant funding | 221,000 |
| 2. | Pathway 2 - 17 participants grant funding | 181,500 |
| 3. | Education and training courses - 7 high schools grant funding | 21,000 |
| 4. | Supplies and printing costs | 7,000 |
| 5. | Room rental for quarterly meetings | 225 |
| 6. | ESC Travel to Summer Institute | 3,000 |
| 7. | Indirect costs (6.279% of total grant funds) | 27,233 |
| 8. | Administrative costs (7% of total grant funds) | 30,360 |
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| 25. | | |
| Total grant award requested | | 491,318 |

**Grow Your Own Grant
Pathway 1 Grow Your Own Program Attachment**

Pathway 1: Master's Degree Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

17

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select quality teachers who will facilitate the Education and Training course sequence and receive grant funds to pursue their master's degree.

- The plan must address their process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.
- The plan must also address how the applicant has considered the following in their recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.
- The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

The Region 15 SSA districts identified teacher participants who:

- Represent the student population of their individual districts
- Have shown a propensity in education through field experience
- Promote professionalism and exhibits a role model for the education profession
- Have demonstrated proficiency through measurable student achievement data and teacher observations
- Demonstrate the ability to motivate and connect to students with a charismatic personality
- Have been recommended by a colleague in leadership positions
- Have been actively involved in student activities, both academic and extracurricular

The Region 15 SSA districts have a MOU to meet the specifications for candidates seeking masters degree. The MOU will be a three year agreement starting April 2018 and expiring May 31, 2021. Targeted milestone dates for degree and certification completion are included.

IHE and LEA Partnership: Applicant must describe the plan to develop a partnership between the IHE and LEA.

- The plan must include an explanation of the potential partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits. The plan must also include a description of the intended timeline to develop the dual credit partnership by the time of the participant's successful completion of the master's degree program.

Districts participating in the Region 15 SSA currently have dual credit partnerships with IHEs that would need to be modified to include education and training courses by the end of the successful completion of the participant's masters of education.

Student Recruitment: Applicant must articulate how they plan to recruit students to participate in the Education and Training course pathway.

- The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- The plan must also include a description of how the LEA leadership (district and school based) and staff will motivate students to enter and persist in the Education and Training courses.

The Region 15 SSA districts identified student participants who:

- Exhibit a natural ability to help others through leadership, involvement in other organizations, and through tutoring other students
- Have been nominated or recommended by fellow students, teachers, and other adult leaders

The Region 15 SSA districts plan to motivate student participants to enter and persist in the Education and Training courses through:

- Freshman Orientation
- Career Day
- Counselor guidance
- Educators promoting education as a profession
- Sharing current research-based articles to generate interest in education

**Grow Your Own Grant
Pathway 2 Grow Your Own Program Attachment**

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitutes who will participate in the program and receive the stipend.

17

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select high potential paraprofessionals, instructional aides and/or long-term substitutes to participate in the program and receive the grant stipend to pursue their bachelor's degree and/or teacher certification.

- The plan must address their process for identifying participants, with potential indicators including evaluation ratings, involvement in school activities, recommendations from colleagues, etc.
- The plan must also address how the applicant has considered the following in their recruitment strategy: pursuit of certification in hard-to-staff areas and degree to which the diversity of the teacher population mirrors that of the student population.
- The plan must also include a description of the Memorandum of Understanding (MOU) in which the paraprofessional, instructional aide, and/or long-term substitute commits to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

The Region 15 SSA districts identified teacher participants who:

- Represent the student population of their individual districts
- Have shown a propensity in education through field experience
- Promote professionalism and exhibits a role model for the education profession
- Have demonstrated proficiency through measurable student achievement data and teacher observations
- Demonstrate the ability to motivate and connect to students with a charismatic personality
- Have been recommended by a colleague in leadership positions
- Have been actively involved in student activities, both academic and extracurricular

The Region 15 SSA districts have two MOUs to meet the specifications for candidates seeking bachelors degree and certification, and certification only.

The bachelors degree and certification MOU will be a three year agreement starting April 2018 and expiring May 31, 2021. Targeted milestone dates for degree and certification completion are included.

The certification only MOU will be a two year agreement starting April 2018 and expiring May 31, 2020. Targeted milestone dates for certification completing ae included.

Shared Services Arrangement Attachment

| Fiscal Agent | County-District Number |
|-------------------|------------------------|
| | |
| Member LEA | |
| Ballinger ISD | 200-901 |
| Bangs ISD | 025-901 |
| Brady ISD | 160-901 |
| Brownwood ISD | 025-902 |
| Mason ISD | 157-901 |
| Robert Lee ISD | 041-902 |
| Winters ISD | 200-904 |
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